DOCUMENT RESUME

ED 098 700 EA 006 538

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TITLE	The Public School Principal's Function in Evaluation as Defined by an Analysis of Periodicals and Books. No. 74106.
INSTITUTION	Kansas State Univ., Manhattan. Center for Extended Services.
PUB DATE	[74]
NOTE	16p.; Related documents are EA 006 533-540
AVAILABLE FROM	Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 ($0.50)
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Educational Administration; Elementary Schools; Elementary Secondary Education; Evaluation; *Evaluation Criteria; *Evaluation Methods; High Schools; Junior High Schools; Middle Schools; *Principals; Self Evaluation; *Teacher Evaluation

ABSTRACT

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in "Education Index" and published from 1970 through 1973; the books were listed in the 1973 "Books in Print." A content analysis research method is used to determine the principal's functions in evaluation responsibility and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 53 separate functions in evaluation responsibility. (DW)

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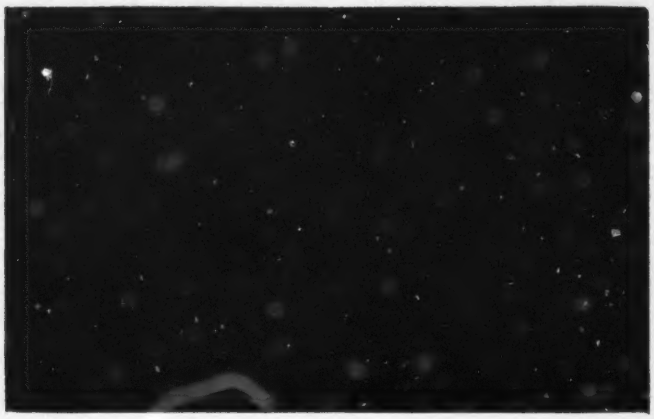

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The Public School Principal's Function in Evaluation as Defined By An Analysis of Periodicals and Books[1]

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[1]This is one of a series of papers on the principal's function as derived from authors of books listed in the 1973 editor of Books in Prints and periodical articles listed in Education Index 1970-1973. Additional studies of the principalship are available by writing the authors at Holton Hall, Kansas State University, Manhattan, Kansas 66506

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Since 1916 when the Department of Secondary School Principals was organized (The Department of Elementary School Principals was established in 1920), various concepts have been formulated concerning the expected performance of school principals. The divergent expectations of the principal have been reported by, among others, Horowitz, et. al.[1], Sergiovanni and Carver[2], Chase[3], amd Miklos[4]. Goldhammer[5] seems to summarize the results best when he states that the position of the principal is uncertain and ambiguous.

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[1]Myer Horowitz, Gary J. Anderson, and Dorothy N. Richardson, "Divergent Views of the Principal's Role: Expectations Held by Principals, T achers and Superint ndents," The Alberta Journal of Educational Research, XV (December, 1969), p. 195.

[2]Thomas J. Sergiovanni and Fred D. Carver, The New School Executive (New York: Dodd, Mead and Co., 1973), pp. 175-176.

[3]F.S. Chase, "How to Meet Teachers; Expectations of Leadership," Administrator's Notebook, 1 (July, 1953), 2-3.

[4]E. Miklos, "Dimension of Conflicting Expectations and the Leader Behavior of Principals" (unpublished Doctor's dissertation, University of Alberta, 1963), p. 7.

[5]Keith Goldhammer and Gerald L. Becker, "What Makes a Good Elementary School Principal?" American Education, Volume 6, No. 3 April, 1970), p. 11.

PURPOSES

It is the purpose of the paper to demonstrate through contact analysis the differences that exist in the public school principalship's function in General Administration, as derived from periodicals listed in Education Index (1970 through 1973) and books listed in the 1973 edition of Books In Print.

METHOD OF STUDY

Content analysis was the research method used in this study. The content variables or categories used were selected from works by Ocker[6], Melton[7] and Snyder[8] with selected categories being added. In addition, each time a behavior was classified under one of the categories it was also considered in a two-dimensional way. First, the behavior was classified as pertaining to elementary, middle, junior or high school. When no particular school level was indicated for a given behavior, the variable was coded under the classification "Not Determined". Second, the behavior was classified as pertaining to the Cognitive, Affective or Psychomoto. Domains.

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[6]Sharon Dale Ocker, "An Analysis of Trends in Educational Administration," unpublished Ed.D. dissertation, University of Nebraska Teachers College, 1967.

[7]Joseph Melton, "Perceptions of the Ideal and Actual Role of the Elementary School Principalship," unpublished Ed.D. dissertation, Wayne State University, Detroit, Michigan, 1958.

[8]Willard S. Snyder, "Elementary School Principal's Percpetions of his Ideal and Actual Role," unpublished Ed.D. dissertation, United States International University, California Western Division, California, 1968.

No effort was made to tally the frequency with which particular categories of content occurred in a given publication after the initial recording had been made unless the category referred to a different level in the cognitive or affective domain or schooling. The cognitive levels are those defined by Bloom, et al.[9] The affective levels and definitions are those used by Krathwohl, et al.[10] The psychomotor domain is that defined by Harrow.[11] Coder reliability was established by using Scott's index of reliability as outlined in Holsti.[12] Results of three raters showed +1.00 on levels of the Cognitive Domain and +0.77 on levels of the Affective Domain.

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[9] Benjamin S. Bloom, et al., eds., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956), p. 15.

[10] Anita J. Harrow, A Taxonomy of the Psychomotor Domain (New York: David McKay Company, Inc., 1972).

[11] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Mosia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), p. 6.

[12] Ole R. Holsti, Content Analysis of the Social Sciences and Humanities (Mento Park, California: Addison-Wesley Publishing Company, 1969), p. 140.

The Principal's Function in Evaluation Responsibility

Periodical Analysis

Table 1 shows that a grand total of 53 tallies were classified from periodicals in Evaluation Responsibility. Of this total number, 12 (22.6 percent) were coded at the elementary level, zero at both the middle and junior high school levels, 15 (28.3) percent) were coded at the high school level, and 26 (49.1 percent) at the "not determined" level.

Besides classifying each of the 53 variables according to level of schooling, each of the periodical variables was also classified as denoting a behavior represented in one of the sug-categories of the cognitive, affective, or psychomotor domains. Table 2 reveals that 40 of the variables were classified among the six subcategories of the cognitive domain. This represents 75.4 percent of all the tallies coded for this category. The remaining 24.6 percent of the variables, 13 in number, were classified among the five subcategories of the affective domain.

Table 1 also shows the manner in which the 40 variables assigned to the cognitive domain were distributed among the subcategories. Twenty-five percent of the variables were assigned to level 1 (knowledge), 17.5 percent to level 3 (application), 2.5 percent to level 4 (analysis),. 55.0 percent to level 5 (synthesis). No variables were assigned to level 2 (comprehension) or to level 6 (evaluation).

An examination of Table 2 shows that the variables were concentrated in the following categories: 5-1 (cooperative planning

Table 1. An Analysis of Journal Articles Denoting the Principal's Functions in Evaluation Responsibility.

Level	Total No. Tallies	Percentage Total Tallies
Elementary School	12	22.6
Middle School	0	0.0
Junior High School	0	0.0
High School	15	28.3
Not Determined	26	49.1
Total	53	100.0
Cognitive Domain		
Level 1 (Knowledge)	10	25.0
Level 2 (Comprehension)	0	0.0
Level 3 (Application)	7	17.5
Level 4 (Analysis)	1	2.5
Level 5 (Synthesis)	22	55.0
Level 6 (Evaluation)	0	0.0
Total	40	100.0
Affective Domain		
Level 1 (Receiving)	2	15.4
Level 2 (Responding)	1	7.7
Level 3 (Valuing)	7	53.8
Level 4 (Organization)	2	15.4
Level 5 (Characterization)	1	7.7
Total	13	100.0
Psychomotor Domain		
Total	0	0.0

for evaluation); 5-2b (self-evaluation principal); 5-3 (evaluating instructional leadership and techniques). No variables were coded for the middle school level or the junior high school level.

Table 2 reveals that seven variables were tallied for category 5-1 (cooperative planning for evaluation). Five of the variables were tallied at the "not determined" level with the remaining two having been tallied at the elementary school level. It is interesting to note first of all that the only level of schooling specified here was the elementary level. Second, all the variables were tallied at the cognitive level. The writers state that the principal should know to whom to look for direction and supervision, that he should cooperate with the superintendent and others in planning the evaluation program and in planning routine reviews and improvements of the program. He should also understand that evaluation is an inherent component of accountability.

The authors placed great stress on principal self-evaluation (category 5-ab). Nineteen variables were tallied for this category, three at the elementary school level, seven at the high school level, and nine at the "not determined" level. The emphasis appears to have been placed on the high school principal's function since twice as many variables were assigned to this level than were assigned to the elementary level. Yet, the large number of variables tallied at the "not determined" level seems to indicate that the writers regard the various aspects of the principal's function in

Table 2. The Principal's Function in Evaluation Responsibility Assigned by Subcategories to Levels of Schooling from 1970 through 1973 by Analysis by Periodicals.

	Subcategory	Level of Schooling				
		Elementary	Middle School	Junior High	High School	Not Determined
5-1	Cooperative planning for evaluation	2				5
5-2b	Self-evaluation - principal	3			7	9
5-3	Evaluating instructional leadership and techiques	5			6	10
5-4	Improving evaluation of teachers				1	
5-7	Use of results of evaluation of principal				1	1
5-15	Evaluation of existing facilities	1				
5.16	Miscellaneous	1				1
	Total	12	0	0	15	26

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evaluation responsibility as being a common task of all principals. The authors stated that instead of merely reacting to the accountability demands of others, that principals should use the movement to initiate their own self-evaluation thus allowing them to generate greater autonomy and to develop a more professional function.

Evaluating instructional leadership and techniques (category 5-3) was also emphasized by the authors as indicated by the 21 variables tallied for this category. Ten of the variables were tallied at the "not determined" level, five at the elementary level, and six at the high school level. The writers said that performance standards should be formulated cooperatively by the principal and his evaluator late in August or early September and at the close of the school year the degree to which these goals were achieved could be ascertained. In adddtion, the principal should become skilled in the techniques of analyzing administrative performance.

One variable was tallied for category 5-4 (improving evaluation of the teachers) and this was assigned to the high school level. The author merely stated that the high school principal should learn to be more adept and sophisticated in evaluating his teachers but no mention was made as to how this might be done.

Two variables were tallied for category 5-7 (use of results of evaluation of principal). One of the variables was assigned to the high school level; the other, to the "not determined" level. It was suggested that in the case of the high school principal

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that he should submit a thoughtful and insightful analysis of any failures which were noted when he was evaluated. It was also recommended that the principal become familiar with the hierarchy of administrative task areas which need priorities in improvement.

Just one variable was tallied for category 5-15 (evaluation of existing facilities). This variable was assigned to the elementary school level and the writer said that the elementary school principal should know how to make a thorough evaluation of the facilities.

There were no periodical variables tallied for the principal's function in self-evaluating of his teaching techniques (category 5-2a), selecting techniques of evaluation of teachers (category 5-5), use of results of evaluation of teachers (category 5-6), evaluating the pupil marking system (category 5-8), evaluating pupil progress reporting (category 5-9), evaluation of transportation service (category 5-10), evaluation of safety standards (category 5-11), evaluation of educational trips (category 5-13), and the evaluation of opening and closing school procedures (category 5-14).

Book Analysis

Table 3 shows that 19 book variables were coded for the principal's function in evaluation responsibility. Eleven of the variables (57.9 percent) were coded for the elementary school level, zero variables were coded for both the middle school and junior high school levels, three were coded for the high school level (15.8 percent) and five (26.3 percent) for the "not determined" level.

In addition to classifying the 19 variables assigned to the principal's function in evaluation responsibility according to

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level of schooling, each variable was classified as denoting a behavior in the cognitive or affective domains. There were no variables classified as denoting psychomotor behavior.

Table 3 shows that 14 of the book variables (73.7 percent of the total variables) were assigned to the cognitive domain. one of the 14 variables was classified in level 1 (knowledge), one in level 2 (comprehension), zero in level 3 (application), one in level 4 (analysis), three in level 5 (synthesis) and eight in level 6 (evaluation).

Five of the variables (26.3 percent of the total variables) were assigned to the affective domain. Four were classified in level 2 (responding) and one in level 3 (valuing).

Table shows how the 19 book variables which were assigned to the principal's function in evaluation responsibility were distributed among the various levels of schooling.

Three variables were tallied in category 5-1 (cooperative planning) for evaluation), two of which were assigned to the elementary school level and one to the high school level.

One variable was tallied in category 5-2a (self-evaluation-teacher) and this variable was assigned to the elementary school level. The author declared that the principal must exercise leadership in helping teachers recognize the need for self-evaluation by developing agreed-upon criteria for evaluation.

There were two variables tallied ti category 5-2b (self-evaluation-principal) and these variables were assigned to the elementary school and "not determined" levels. One author averred that the high school principal must step back from time to time and objectively and impartially criticize his own efforts. This statement was supported by the second author.

Table 3. An Analysis of Selected Books Denoting the Principal's Function in Evaluation Responsibility.

Level	Total No. Tallies	Percentage Total Tallies
Elementary School	11	57.9
Middle School	0	0.0
Junior High School	0	0.0
High School	3	15.8
Not Determined	5	26.3
Total	19	100.0
	Cognitive Domain	
Level 1 (Knowledge)	1	7.2
Level 2 (Comprehension)	1	7.2
Level 3 (Application)	0	0.0
Level 4 (Analysis)	1	7.2
Level 5 (Synthesis)	3	21.4
Level 6 (Evaluation	8	57.0
	14	100.00
	Affective Domain	
Level 1 (Receiving)	0	0.0
Level 2 (Responding)	4	80.0
Level 3 (Valuing)	1	20.0
Level 4 (Organization)	0	0.0
Level 5 (Characterization)	0	0.0
Total	5	100.0
	Psychomotor Domain	
Total	40	0.0

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Table 4. Book Analysis of the Principal's Function in Evaluation Responsibility Assigned by Subcategories to Levels of Schooling.

	Subcategory	Level of Schooling				
		Elementary	Middle School	Junior High	High School	Not Determined
5-1	Cooperative planning for evaluation	2			1	
5-2a	Self-evaluation-teacher	1				
5-2b	Self-evaluation-principal				1	1
5-3	Evaluating instructional leadership and techniques	1			1	
5-4	Improving evaluation of teachers					1
5-5	Selecting techniques of evaluation of teachers	1				
5-6	Use of results of evaluation of teachers	1				
5-7	Use of results of evaluation of principals					1
5-8	Evaluating pupil marking system	1				
5-9	Improving pupil progress reporting	1				
5-12	Evaluation of library program	1				
5-13	Evaluation of educational trips	1				
5-15	Evaluation of facilities-existing					1
5-16	Miscellaneous	1				1
	Total	11	0	0	3	5

Two variables were also tallied for the principal's function in evaluating instructional leadership and techniques (category 5-3), one of which was assigned to the elementary school level and one to the high school level. The importance of the high school principal conducting periodic evaluations of his own instructional leadership and techniques was emphasized by one author. The second author declared that the principal should evaluate the quality of his instructional leadership and translate the results of this evaluation into more effective leadership.

One variable each was tallied for and assigned to the "not determined" level for the principal's function in improving the evaluation of teachers (category 5-4), using the results of his own evaluation (category 5-7) and in evaluating existing facilities (category 5-15).

Just one variable was tallied for and assigned to the elementary school level for the principal's function in each of the following instances: evaluating pupil marking system (category 5-8); improving pupil progress reporting (category 5-9); evaluating the library program (category 5-12); evaluating educational trips (category 5-13). Nothing was written by the authors of the analyzed books about the middle school, junior high and high school principal's responsibilities in these functions.

There were no book variables tallied in the following categories: 5-10 (evaluation of transportation service); 5-11 (evaluation of safety standards); and 5-12 (evaluation of library program).